DOCUMENT RESUME

ED 170 036 PS 010 535

AUTHOR	Coleman, Joyce H.
TITLE	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module IX.
INSTITUTION	Our Lady of the Lake Univ., San Antonio, Tex.
SPONS AGENCY	Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE	78
GRANT	HEW-6-C-11
NOTE	38p.; Check list may be marginally legible due to print quality
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Biculturalism; *Bilingual Teachers; Check Lists; Child Care Workers; *Child Responsibility; Classroom Environment; Early Childhood Education; Infants; Instructional Materials; *Learning Modules; *Performance Based Teacher Education; Postsecondary Education; *Preschool Teachers; *Self Care Skills; Training
IDENTIFIERS	*CDA; CDA Competency 3; Child Development Associate; Texas (San Antonio)

ABSTRACT

This Child Development Associate (CDA) training module, the ninth in a series of 16, provides a guide to developing self-help skills in children in a bilingual, multicultural environment. Designed for bilingual/bicultural preschool trainees, the module discusses four principles of self-help development, lists factors to consider in planning self-help classroom exercises, and suggests facilitative changes teachers can make in the classroom setting. Teacher behaviors which can positively influence the development of children's self-help skills are emphasized. A chart indicates a sequence of self-help skill development from birth to 6 years of age. A self-help skills check list and check list guide are included. This module focuses on specific behaviors that directly relate to CDA Competency 3. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170036

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HELPING YOUNG CHILDREN DEVELOP SELF-HELP SKILLS IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Bilingual/Bicultural

Child Development Associate

Pilot Project

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
John Sullivan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

MODULE IX

PS 010535

Our Lady of the Lake University of San Antonio

San Antonio, Texas

HELPING YOUNG CHILDREN DEVELOP SELF-HELP SKILLS IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Joyce H. Coleman

Developed and produced by the Bilingual/Bicultural CDA Staff, Our Lady of the Lake University of San Antonio, San Antonio, Texas and supported by the Health, Education and Welfare, Administration for Children, Youth and Families, Grant No. 6 C 11. The opinions expressed in this publication do not necessarily reflect the position of the Administration for Children, Youth and Families and no official endorsement should be inferred.

Bilingual/Bicultural CDA Project Staff

Yolanda Ruiz Molina, director

Guadalupe Aguilar

Joyce H. Coleman

Margarita de Celis

Teresa Z. Dent

Sylvia Manjarrez

Carla Martinez

Emma Munguia

Teresa Ruiz Smith

Copyright © 1978

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission except in the case of brief quotations embodied in critical articles and reviews. For information address Director of the School of Education, Our Lady of the Lake University of San Antonio, 411 S. W. 24th Street, San Antonio, Texas 78285.

ACKNOWLEDGEMENTS

A number of people have contributed to the development of these materials. Ms. Soledad Arenas, project director for the Spanish speaking strategy, Health, Education and Welfare, Administration for Children, Youth and Families, has given valuable support in the development of the total program. Ms. Margaret Emswiler, Early Childhood specialist, Administration for Children, Youth and Families, Region VI, also provided support in the development of field training strategies and curriculum materials. Without their continued support, the development of these materials would have been difficult.

Special appreciation is extended to the bilingual/bicultural CDA trainees involved in this project, whose support, hard work and enthusiasm were an inspiration to the entire staff.

Recognition for assistance and support is given to all of those on the staff at Our Lady of the Lake University who have generously given of their expertise and time. Special mention is due Dr. Gerald P. Burns, Dr. Albert J. Griffith, Dr. John B. Sullivan and Dr. Helen H. Bernal.

Recognition for leadership in the project is due Yolanda Ruiz Molina, director. Project staff who have contributed greatly to the development of these materials are Guadalupe Aguilar, Joyce H. Coleman, Margarita de Celis, Teresa Z. Dent, Sylvia Manjarrez, Carla Martinez, Emma Munguia and Teresa Ruiz Smith.

No project such as this one can reach its fullest accomplishments without the guidance and support from the community. The advisory board has served this purpose. Those who have so generously given of their time and expertise are,

Julia Escamilla, Yolanda Garza, Arcadia H. Lopez, Irene Ramirez, Gloria Rodriguez, Dr. Steven Rozanski, Blanche Russ, Veronica Salazar, Raymond Sanchez, Leticia Seward, Sunny C. Stevens, Richard Zorola.

A special thanks is also extended to the San Antonio EODC Headstart staff and the San Antonio Independent School District staff who allowed their centers, schools and staff to be a part of this project.

Special recognition is due Dr. Joe Frost who served as site specialist to the project during the final preparation of the curriculum manuscripts. His special expertise, warmth and support were an inspiration to the entire staff.

C O N T E N T S

ACKNOWLEDGEMENTS iii

PREFACE vi

PRE-TEST 10

INTRODUCTION 11

PRINCIPLES OF SELF-HELP DEVELOPMENT 12

IMPORTANCE OF SELF-HELP SKILLS 15

FACTORS TO CONSIDER IN DEVELOPING SELF-HELP SKILLS 16

CHANGES TEACHERS CAN MAKE IN THE CLASSROOM ENVIRONMENT TO AID THE DEVELOPMENT OF SELF-HELP SKILLS 18

GUIDELINES FOR DEVELOPING SELF-HELP SKILLS 20

SEQUENCE OF SELF-HELP DEVELOPMENT 24

GUIDELINES FOR USING SKILLS CHECKLIST 26

POST-TEST 34

REFERENCES 35

PREFACE

Helping young children learn to do things for themselves is one of the tasks that a pre-school teacher must be able to do. Although most children have a natural desire to do things for themselves, they do not develop independence and responsibility without encouragement and guidance from the significant adults in their environment. As a pre-school teacher you will need to provide many opportunities to help children develop these skills. These opportunities will need to be as carefully planned as the other types of activities you provide. In fact, the whole learning environment should be structured in such a way that the development of self-help skills will be a natural result.

This module, "Helping Young Children Develop Self-Help Skills in a Bilingual Multicultural Environment," was developed because an understanding of how young children develop self-help skills is essential for a pre-school teacher, and because observation of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lody of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions

that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation, reinforcement and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are....

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. The ability to observe specific child behaviors.
4. An understanding of the cultures of the children.
5. An awareness of the special needs of individual children.
6. The ability to remember and write down what has been seen or hear.

This module focuses on specific behaviors that directly relate to:
COMPETENCE III.- Build Positive Self-Concept and Individual Strength
Functional Area: Individual Strengths

This module is ninth in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective.

The recommended sequence of usage of the modules is:

Module I	Learning to Observe Young Children in a Bilingual-Multicultural Environment
Module II	Getting To Know and Like Myself Better
Module III	Planning Effectively for Young Children in a Bilingual-Multicultural Environment
Module IV	Creating a Bilingual-Bicultural Learning Environment for Young Children
Module V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment
Module VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment
Module VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment
Module VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment
Module IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment
Module X	Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment
Module XI	Teachers Planning and Working With Parents From a Bilingual-Multicultural Community
Module XII	Juegos - Cuentos - Cantos - Y - Rimas
Module XIII	Artesanias Mexico - Americanas
Module XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences
Module XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment
Module XVI	Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults.

P R E - T E S T

1. Define the term self-help skills.

2. Explain why the development of self-help skills is important in the pre-school.

3. Explain how children develop self-help skills.

4. Administer the self-help skills checklist to at least eight children.

5. Explain how you would use the information obtained from the self-help skills checklist.

INTRODUCTION

Young children want to be independent. They want to learn to do things for themselves. This is apparent in the negative behavior toward adult suggestions that begins during the second year of life. As the child grows and develops the ability to do things for himself, he attempts to do more and more, sometimes things that are beyond his ability. This natural desire to be independent can be encouraged and further developed if parents and teachers provide opportunities for the development of self-help skills, give guidance and encouragement, and allow children to make mistakes during the learning process. As children develop independence they will begin to assume more responsibility for themselves. If children are not allowed to begin doing things for themselves, they will become either dependent upon others or they will become very rebellious.

Young children move toward independence and responsibility by learning to do things for themselves that others have had to do for them. In the beginning, this is in terms of self-care; dressing, feeding, toileting. and grooming. However, as children grow older, they are able to take care of their own possessions, accept responsibility for other family members, for simple routine tasks and function with less supervision.

PRINCIPLES OF SELF-HELP DEVELOPMENT

There are some basic principles of self-help development that are important for you to understand. These principles will help you to better understand how children develop self-help skills.

These principles are as follows:

1. Maturation and learning are both involved in the development of self-help skills. Children must have opportunities to do things by themselves if they are to become independent. Teachers and parents sometimes feel that independent behavior should come naturally with increasing age, but this is not true. Learning must take place before children develop self-help skills. Along with opportunities for learning children must be ready to learn. Their bodies must be mature enough to perform the task. Maturation and learning are both necessary for the development of self-help skills. If children are not mature enough to learn a self-help task e.g., buttoning, teaching may be a waste of time. On the other hand, children will be slow in learning or will not learn tasks without having the opportunities to learn them.

2. The development of self-help skills correlates with development in other areas. As young children develop skills in one area of development they usually develop skills in other areas also. For example, as children develop motor skills and social skills they also develop self-help skills. The development of self-help skills also goes along with intellectual development. While the rate of development varies from child to child, children who develop fast in one area tend to also develop fast in other areas. The opposite is also true.

The child who is slow in one area will tend to be slow in other areas. It should be noted however, that there are exceptions to this principle. For example, a child who has a physical handicap may be slow to develop physically but may develop intellectual skills at a rapid rate. In this case self- help skills may be restricted due to the physical handicap.

3. There are individual differences in the development of self-help skills. Although the pattern of development of self-help skills is similar for all children, all children move through the pattern at their own rate and in their own way. This is why some children learn to dress themselves earlier than others and why some children learn to tie their shoes, put toys away, serve themselves food, etc. earlier than others. Observations of young children clearly show that all children do not reach the same point of development at the same age.

4. There are social expectations for the development of self-help skills. In every culture or group there are certain behaviors that are expected of young children at certain ages. These are called social expectations. This is particularly true of self-help skills. There are certain ages at which the culture or group expects young children to feed themselves, to have control over their bowels and bladder, to dress themselves and to do things independently. These expectations develop because developmentally there are certain ages at which most children learn to do certain things. As a result, it is then expected that all children must do them. When children do not meet the expectations, pressure is placed on them to conform. This can cause serious harm to the children who are developing at a slower rate.

Make a list of some self-help social expectations that your culture expects of young children. Discuss these with your trainer or academic instructor.

IMPORTANCE OF SELF-HELP SKILLS

Developing good self-help skills is very important for several reasons. First, the well developing child wants to be independent. This natural desire can be very strong. Many conflicts can occur between parents and child and teacher and child if the child is frequently denied opportunities to excercise his independence.

Second, as children learn to do things for themselves it relieves parents and teacher of many tasks and allows time for other kinds of experiences. A pre-school classroom usually has from twelve to twenty children in it. If the teacher has to do everything for the children a lot of valuable learning time is taken up in routine tasks. When children are allowed to do things for themselves and are taught new self-help skills as they develop new abilities, there is more time for learning experiences. The classroom becomes a learning and helping community.

Third, as children learn to take care of themselves, they feel better about themselves. It gives them a sense of accomplishment. A feeling of being competent. Also, when children are able to do things for themselves, they win the approval of their peers and other adults. Feeling good about one's self and having the approval of others is crucial to the development of a good self-concept.

FACTORS TO CONSIDER IN DEVELOPING SELF-HELP SKILLS

As you plan self-help tasks for the children in your classroom, there are several factors that must be considered.

Each child's abilities. Children vary in their abilities to do things. These variations are important to consider when you decide what each child should do. If you have developed good observation skills, you will know children show interest and readiness to learn new skills. You can build upon each child's growing abilities if you encourage their interests.

Rate of maturation. Children go through the same stages of development. But, because they differ in the rate at which they move through the stages, children of the same age will be at different stages of development. When you decide what tasks you expect the children to do, you must consider where each child is in his development. Don't make the mistake of expecting all of the children to do the same thing. Observe first and then determine what you expect of each child.

Cultural differences. Cultures differ in how much they value and encourage independent behavior. While many in the Anglo middle class strongly value and encourage their children to do things for themselves at an early age, other cultures such as the Mexican-American, tend to encourage dependence and cooperation within the family structure.

Independence or doing things for one's self is not deliberately taught. Many Mexican- American parents tend to be permissive with their children during the pre-school years but expect independence and responsibility during the middle childhood and teenage years. It should be noted, however, that Mexican-American children from migrant families often have to assume responsibilities for cooking, cleaning and taking care of younger children at a very early age so that the parents can work in the fields. These children are required to take on responsibilities and to take care of themselves much earlier than most anglo children where independent behavior is highly valued and deliberately taught. Expectations of the baby in a Mexican-American family are different than expectations of the older children in the family. The baby is highly valued and protected. There are also differences in the degree of independent behavior expected of girls and that expected of boys in the Mexican-American family. An understanding of how the parents view independent behavior and what their expectations are for their children's development of self-help skills will help you to structure the classroom to meet the children's needs in this area.

Describe any cultural differences you have observed in young children that relate to their learning to do things for themselves to be independent and responsible.

CHANGES TEACHERS CAN MAKE IN THE CLASSROOM ENVIRONMENT TO AID THE DEVELOPMENT OF SELF-HELP SKILLS

Because young children are smaller in size and because they are just learning to do many self-help tasks, it will be helpful if you make certain changes in the classroom environment.

First, arrange the classroom in such a way that the children will need only minimum help. Place all materials and equipment that the children are going to be using on shelves and tables where they can reach them and put them away. Make toilets and lavoratories easily accesible. Keep soap and towels where the children can use them. Place hooks for coats and sweaters where the children can easily put theirs up. Keep the children's toothbrushes and wash cloths where they can be used without adult assistance. Teacher's sometimes find it easier and faster to get things for children, help them use them and put them away. But, valuable opportunities are lost for the learning of self-help skills when this happens.

Second, arrange the classroom to aid health and safety. When children are learning to do things for themselves there will be some accidents and some messes. This is a natural outcome of the learning process. Accept this without fussing or punishing the children. You can minimize the number of accidents by providing containers that children can handle easily, by removing sharp and easily broken objects, by using sturdy stools if

these are needed for the children to reach the water fountain and lavatories.

Third, arrange the classroom to aid in housekeeping tasks. The easier it is for children to do things independently, the more independent they become. Children can help with many classroom clean up tasks if the supplies are kept where children can reach them and if time is built in to the schedule. Keep safe cleaning supplies, sponges, cloths, small mops and brooms where they can be easily reached when a mess is made. Show the children how to use them. Routinely have the children clean up after messy activities such as painting, cutting and pasting, water play, block building, etc. Build time in at the end of the day for everyone to help clean up before going home. The children will love it and it will save you time each day.

Fourth, arrange the classroom environment to encourage respect for others. As children develop independence they should also learn to respect the rights of others. Give each child a place to put his personal belongings. Label this space and each personal item. Teach the children to recognize their names. Encourage everyone to be responsible for their own things and not to bother the belongings of another child. Use identifying pictures or marks for those children who are not yet ready to learn to read.

GUIDELINES FOR DEVELOPING SELF-HELP SKILLS

There are several things that teachers can do to help children develop self-help skills. These are.....

1. Tell the children what you want them to do.

   Children cannot read your mind. They need to be told exactly what you expect of them. This needs to be in simple, specific language. Often, when children misbehave it is not because they are being defiant, rather it is because they do not understand what you want them to do. For example, "everyone sit like a little indian" may not be clear to everyone and those who do not understand may sit differently then you expect. Also "let's clean up" is a general statement which may be interpreted differently than you expect. If you want the children to place objects back on shelves, say so. If you want them to sort the blocks by size on shelves, explain and demonstrate so the children will understand. When you explain exactly what you want, children usually follow through. because there is no doubt what you mean. Explaining clearly gives children information they can use later on to make their own judgements and it gives them a feeling of being important because you took time to give a reason and explanation.

2. Model behavior you expect.

Children learn many things by observing and imitating the behavior of others. Therefore, it is very important that you model the behavior you expect. What do you think will happen if you do things in the classroom that you tell the children not to do? They will have difficulty doing what you say because your behavior contradicts it. As stated earlier, when there is a difference between what children hear and what they see, they generally do what they see. If you expect the children to keep the learning centers neat, keep your areas clean. Too many teachers leave their clutter on desks, shelves and cabinets yet they expect the children to clean up their areas after using them. Practice what you teach.

3. Be consistent.

Once you have told the children what you expect, follow through by being consistent. It is easier for children to do what is expected if request are backed up consistently. Don't confuse consistency with inflexibility. Sometimes rules have to be changed. When it is necessary to change something you have told the children to do, explain why and demonstrate the new behavior. Children are really very flexible and can adapt to change. Just be sure you explain and demonstrate the new behavior.

4. Give the children successful experiences.

Always match tasks to children's abilities so that their experiences will be successful. When children are frequently faced with tasks that are too hard they never experience the pleasure of being successful and become discouraged. If tasks are usually too easy, the tasks become boring. It is important for you to consider what stage of development each child is in so that you can match tasks to his level of development. Insisting that children do things before they are ready is a waste of your time and effort. However, there are times when children want to do things beyond their ability, like tie their shoes. When this happens, let the child try. Praise the child for his efforts and show him how in a kind loving way. For example, "you are really working hard at learning how to tie your shoes. I like to see you trying to learn how. Let me show you how on this shoe then you can try again." Sometimes the child feels pride in just trying to do something by himself.

5. Give feedback.

Children will have more difficulty learning to do things by themselves if they are not given some information about how they are doing. Giving information to someone about their behavior is called feedback. Think about yourself. Isn't it easier to learn to do something when someone tells you how you are doing? Sometimes this information is in the form of praise, "I liked the way you put the blocks on the shelf" or "you did a good job of washing the paint

brushes." Sometimes feedback is constructive criticism, "It is important that we wash all of the paint out of the brushes. If we don't they will become hard and we can't use them," or, "when you put the blocks on the shelf, place them by size. That way we cand find the size we want."

6. Allow the children to make decisions.

If children are to develop independence and responsibility they must be allowed to make some decisions and to carry them out. Mistakes will be made. Messes will be made. It is all part of the learning process. Don't allow children to make decisions about things that will hurt them or others. Do let them make decisions about where they will play, what materials they want to work with, the color of paint they will use, how to arrange things in a learning center, etc. Build into the schedule as many opportunities as possible for the children to make decisions. Developing independence and responsibility takes practice and careful adult guidance. Be careful that you begin by giving a child two choices out of five. Once the child is accustomed to making choices he will better be able to choose from a wide variety of situations.

7. Provide time for children to perform tasks.

Plan the daily schedule so that the children have specific times to clean up and put away materials. Most children enjoy helping with clean up tasks that they can do. It makes them feel that the room is theirs. Children can help arrange materials. They can pick up toys. They can clean and wax blocks. They can help with lunch tasks. They can put away their own coats, sweaters, etc. There are many tasks that children can do which helps them develop independence and responsibility and also helps free you for more important tasks like planning and working with individual children.

SEQUENCE OF SELF-HELP DEVELOPMENT

Children have a natural desire to want to do things for themselves. This is seen just as soon as a child is able to move about and handle objects. This natural desire can be encouraged and directed into positive behaviors, or it can be discouraged and directed into dependent behaviors. As a teacher it is important to set up and manage the classroom in such a way that children are encouraged to be independent and assume responsibility.

The following chart lists some self-help behaviors from birth to six years. Study the chart to get an idea of what you can expect at different ages. Remember that children vary in the rate at which they develop various behaviors. You will notice that these behaviors have been listed on earlier charts. Self-help behaviors are closely tied to motor and social behaviors.

When you have finished studying the chart, study the self-help checklist so that you can use it to see where your children are in their self-help development.

SEQUENCE OF SELF-HELP DEVELOPMENT

0 - 1 yr	1 yr - 2 yrs	2 yrs - 3 yrs	3 yrs - 4 yrs	4 yrs - 5 yrs	5 yrs - 6 yrs
Holds bottle	Walks alone	Dresses & undresses except for fasteners	Pours from a pitcher	Eats without much spilling	Dresses & undresses except for tying shoes
Begins feeding self using hands	Seats self in small chair	Goes to bathroom alone except for wiping	Buttons, snaps and zips	Sets table	Attempts tying shoes
	Feeds self using spoon	Seldom has bowel accidents	Washes and dries hands independently	Avoids simple hazards i.e., matches, sharp objects, etc.	Plays in neighborhood
	Drinks from cup without help but with some spilling	Picks up toys	Helps set table		Crosses street safely
	Turns pages in books and magazines	Brushes teeth with supervision	Does simple tasks such as bringing requested objects		
	Imitates brushing teeth, washing face, combing hair	Washes face and hands with supervision	Helps with household tasks		
	Helps pick up toys	Attempts combing hair	Places materials in shelves where they belong		
			Gets own materials from shelves		
			Cleans up after self painting, etc.		

E R R A T A

Page 26 Guidelines for Using the Skills Checklist

Add: after first paragraph:

Each checklist is coded to indicate levels of performance of children's chronological ages 0 - 5.0 years of age. This will enable you to determine an appropriate beginning point when administering the checklist. It is not necessary to administer the items below a child's level of performance. The checklist begins at 0 years of age to accomodate teachers who have severely handicapped children in their classroom. The coding level of performance by chronological age is as follows:

Level I is for children 0 - 3.0

Level II is for children 3.0 - 4.0

Level III is for children 4.0 - 5.0

GUIDELINES FOR USING SKILLS CHECKLIST

The following checklist has been designed to help you identify where children are in the development of some specific skills. The cover page has space for identifying information and directions for coding as you administer the checklist. Since you will be checking each child's development, there is space at the top of the checklist for each child's name in your classroom.

Some important guides for administering the checklist are:

1. Observe and record each item on the checklist as you work with children individually, in a small group or in a large group as appropriate to the task being observed.
2. Divide up responsibility for observing and recording items on the checklist so that the teacher and teacher aide do not duplicate the observation and recording of the same items.
3. Identify and plan activities for those items on the checklist that require a formal situation in order for the task to be effectively observed, e.g., pointing to an object that matches a sound heard.
4. Identify those tasks on the checklist that can be observed and recorded informally throughout the day as children participate in various activities. Record the children's performance of those tasks as you observe them.
5. Use this checklist throughout the year to monitor each child's progress. Checking children's development is an on-going process.
6. Use the information acquired through the administration of the checklist to plan individual and group learning experiences for the children in your classroom. (See "Planning Effectively for Young Children in a Bilingual-Multicultural Environment," module III.)

SELF-HELP SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child can do the task

\- If the child is learning to do the task

0 If the child cannot do the task

* Adapted from draft developed by Yolanda R. Molina

SELF-HELP SKILLS CHECKLIST

SKILL	CHILD'S NAME																	
A. DRINKING																		
LEVEL I																		
1. Drinks from regular cup or glass if slightly filled, with some spilling.																		
2. Drinks unassisted from regular cup or glass with little or no spilling.																		
LEVEL I and II																		
1. Drinks with a straw.																		
2. Pours his own drink from pitcher.																		
B. EATING																		
LEVEL I																		
1. Feeds self using hands.																		
2. Grasps filled spoon, attempts to bring to mouth with frequent misses.																		
3. Grasps filled spoon maintaining horizontal balance with little spillage.																		
4. Fills spoon and brings to mouth with no spillage.																		
5. Discriminates food from non food objects.																		
6. Unwraps objects before eating.																		

*Adapted from draft developed by Yolanda R. Molina

SELF-HELP SKILLS CHECKLIST

SKILL	CHILD'S NAME
B. EATING	
LEVEL II 1. Eats well with fork.	
C. TOILETING	
LEVEL I 1. Indicates need to go to the bathroom consistently, but needs assistance.	
2. Indicates need to urinate.	
3. Goes to potty chair/toilet unassisted and takes down pants, needs assistance wiping.	
LEVEL I and II 1. Stays dry at night and during nap time.	
2. Takes complete care of toileting needs.	
LEVEL III 1. Is completely toilet trained.	

* Adapted from draft developed by Yolanda R. Molina

SELF-HELP SKILLS CHECKLIST

SKILL	CHILD'S NAME																	
D. DRESSING																		
LEVEL I																		
1. Holds arms out for sleeves.																		
2. Holds out legs for placement of pants.																		
3. Pulls sock off foot.																		
4. Pushes arms out for sleeves.																		
5. Takes clothing off, but does not unbutton.																		
6. Removes shoes that have been unbuckled or unlaced.																		
7. Unlaces and removes shoes.																		
8. Pulls up pants once legs are in.																		
9. Pulls sock on once sock is put over toes and heel.																		

* Adapted from draft developed by Yolanda R. Molina

SELF-HELP SKILLS CHECKLIST

SKILL	CHILD'S NAME
D. DRESSING	
LEVEL I and II	
1. Pulls sock up once sock is put over toes.	
2. Zips and unzips closed ended zipper	
3. Unbuckles big buckles.	
4. Unbuttons large buttons.	
LEVEL II	
1. Can put legs into proper opening and pull up.	
2. Puts clothing on correctly alone without fastening.	
LEVEL II and III	
1. Puts shoes on, may be on wrong foot.	
2. Buttons large buttons.	
3. Buckles large buckles.	
4. Laces but not in correct sequence.	

* Adapted from draft developed by Yolanda R. Molina

SELF-HELP SKILLS CHECKLIST

SKILL	CHILD'S NAME																	
D. DRESSING																		
LEVEL II and III (cont'd)																		
5. Zips one ended zipper.																		
6. Buttons and unbuttons small buttons.																		
LEVEL III																		
1. Puts sock on without assistance.																		
2. Puts shoes on proper feet.																		
3. Ties shoe laces into bows.																		
E. GROOMING																		
LEVEL I and II																		
1. Attempts washing face and hands with assistance.																		
2. Combs hair with assistance.																		
3. Brushes teeth with assistance.																		

Adapted from draft developed by Yolanda R. Molina

SELF-HELP SKILLS CHECKLIST

SKILL	CHILD'S NAME
E. GROOMING	
LEVEL III	
1. Washes and dries hands and face without assistance.	
2. Combs hair without assistance.	
3. Brushes teeth without assistance.	
F. SELF RELIANCE	
LEVEL I	
1. Indicates wants with gestures, speech, etc.	
2. Does simple tasks such as bringing requested objects.	
LEVEL I and II	
1. Helps with simple housekeeping tasks.	
2. Puts toys away.	

* Adapted from draft developed by Yolanda R. Molina

POST-TEST

1. Define the term self-help skills.
2. Explain why the development of self-help skills is important in the pre-school.
3. Explain how children develop self-help skills.
4. Administer the self-help skills checklist to at least eight children.
5. Explain how you would use the information obtained from the self-help skills checklist.

REFERENCES

Bee, Helen. The Developing Child. New York: Harper and Row, Publishing Inc., 1975.

Brophy, Jere E., Good, Thomas L., and Nedler, Sheri E. Teaching in the Preschool. New York: Harper and Row, Inc., 1975

Developmental Psychology. Del, California: CRM Books, 1971.

Hurlock, Elizabeth. Child Development. New York: McGraw-Hill, 1956.

Lefrancois, Guy R. Of Children: An Introduction To Child Development. Belmont, California: Wadsworth Publishing Co., 1973.

Martin, Beatrice D. Teaching Young Children. Albany: New York: Delmar Publishers, 1975.

O'Donell, Patrick A. Motor and Haptic Learning. San Rafael, California: Dimensions Publishing Co., 1969.

Simoes, Antonio, Jr. The Bilingual Child. New York: Academic Press, 1976.

White, Burton L. The First Three Years of Life. Englewood Cliffs, New Jersey: Prentice-Hall, 1975